

## CHAPTER V CONCLUSION

### A. Conclusion

After getting the result of this research related to the difficulties of single-sex students in learning speaking in MA NU Ibtidaul Falah Samirejo Dawe Kudus, the researcher can conclude that:

1. The difficulties of male students in learning speaking
  - a. Comprehension: 25 male students are still unable to understand what other people are talking about using English and only 2 students feel they can understand other people's speech using English. This means that most of male students are not understand what people are saying in English and the teacher should switch the language to Indonesian language.
  - b. Pronunciation: 16 of male students chose that pronunciation was the most difficult speaking aspect to master. They find difficulties in pronunciation because it is difficult to spell the English word and if they were wrong in spelling, so it would change the meaning.
  - c. Fluency: 23 male students felt that they were still not fluent in speaking English, and only 4 male students felt they were fluent. It difficult when he asked to speak in front of class. This is due to the fear of making mistakes when speaking in front of many people.
  - d. Vocabulary: 26 students that still find difficulty in mastering vocabulary and just 1 student that thought he was had no difficulty in mastering vocabulary. They are still found difficulties in mastering English because his vocabulary is still limited. This makes him still confused when wants to speak in English.
  - e. Grammar: all the male students are choosing that all of them are still has difficulties in arranging word into sentences. They thought that it is really hard for them to memorize because it has different form such as in using verb 1, verb 2, and verb 3.

2. The difficulties of female students in learning speaking.
  - a. Comprehension: 15 female students claimed that they did not understand what other people were saying, and 16 female students understood what other people were saying in English. This means the female students still get difficulties in comprehend what people are saying, the teacher also uses code-switching by using both English and Indonesian language.
  - b. Pronunciation: 31 female students are agreed that pronunciation is the most difficult speaking component in learning speaking skill. These difficulties are due to the fear of making a mistake and nervousness in speaking English.
  - c. Fluency: 28 female students felt that they were still not fluent in speaking English, and only 2 female students felt they were fluent. This is motivated by the lack of confidence of students in speaking English.
  - d. Grammar: 27 female students that still had difficulty in arranging word and sentences and 4 female students gave answers they had no difficulties in grammatical use. The female students still get difficulty in arranging word or sentence and still being afraid of making mistakes. And also, they thought that grammar is difficult because it has to use verb 1 and verb 2 on it
  - e. Vocabulary: 28 female students claimed they still had a lack of vocabulary, and just 3 students had no difficulties in vocabulary. This is caused by they do not know the pattern and due to the many of grammatical pattern so they got confused when want to used it.
  
3. The alternatives used by the English teacher in MA NU Ibtidaul Falah Kudus to solve the students' speaking problems included:
  - a. Comprehension: using code-switching
  - b. Fluency: using dialogue or monologue
  - c. Vocabulary: using mind mapping
  - d. Pronunciation: using elaboration strategy and repetition strategy

- e. Grammar: using game based learning such as sticker note, pick a sentence, and so on.

## **B. Suggestion For Future Study**

Based on the finding and discussion of the difficulties of single-sex students in learning speaking, the researcher would like to present some suggestions for those who are related to digital game-based learning study.

1. For School

It is hoped that schools can better support English teachers in the teaching and learning process by providing various teaching methods and media to help the teacher to create fun and interesting learning activities. Furthermore, adequate facilities are needed so that the teaching and learning process can run well.

2. For Teacher

It is hoped that English teachers will always innovate in using interesting learning media to increase students' learning motivation in mastering English, especially speaking skills. Then to support this, it is hoped that teachers can also use technology considering that currently everything can be accessed using technology easily and quickly.

3. For the Researcher in The Future

It is hoped that researchers in the future will always innovate in the research that will be carried out, are expected to always take advantage of what is around us, both at home, school, university, and the community.